



Functional Independence

English Language Arts

Official Released Items

Grade 3

Fall 2008
Official Released Items

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The Grade 3 Functional Independence English Language Arts Assessment was administered for the first time in Fall 2005. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2008 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2008 Grade 3 assessment booklet. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

Functional Independence - English Language Arts

Assessment Component	Number of Core Items	Number of Released Items
Part 1 Accessing Print - Word Recognition	20	4
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each	1 passage/ 7 items
Part 3 Expressing Ideas	1 prompt	1 prompt

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PART 1

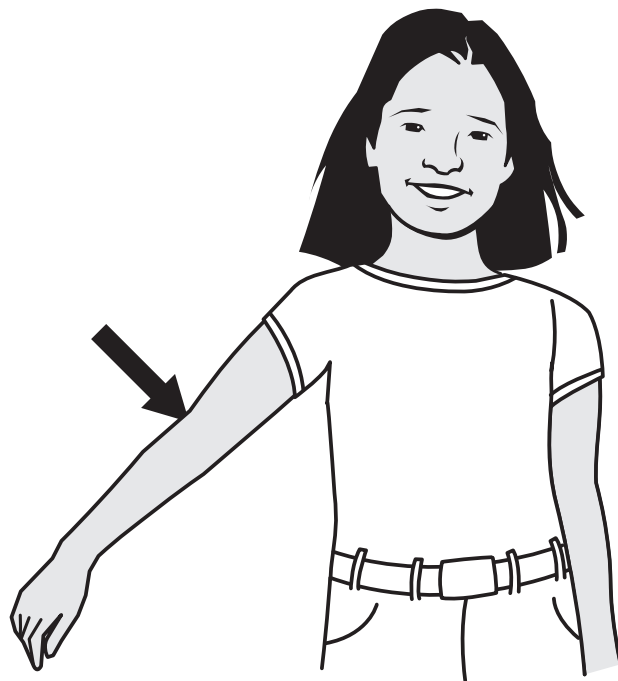
ACCESSING PRINT - WORD RECOGNITION

DIRECTIONS: Look at the picture. Then, choose the word that **BEST** tells about the picture.



R1 This is _____.

- A** money
- B** mud
- C** morning

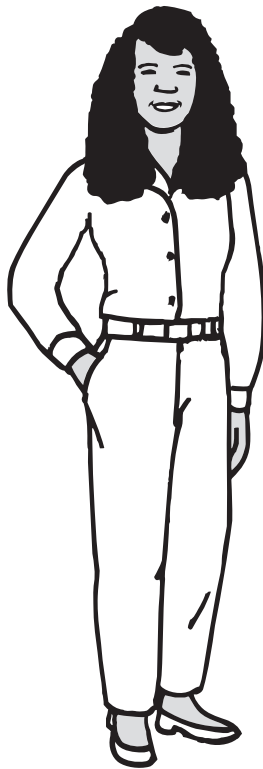


R2 This is an _____.

A air

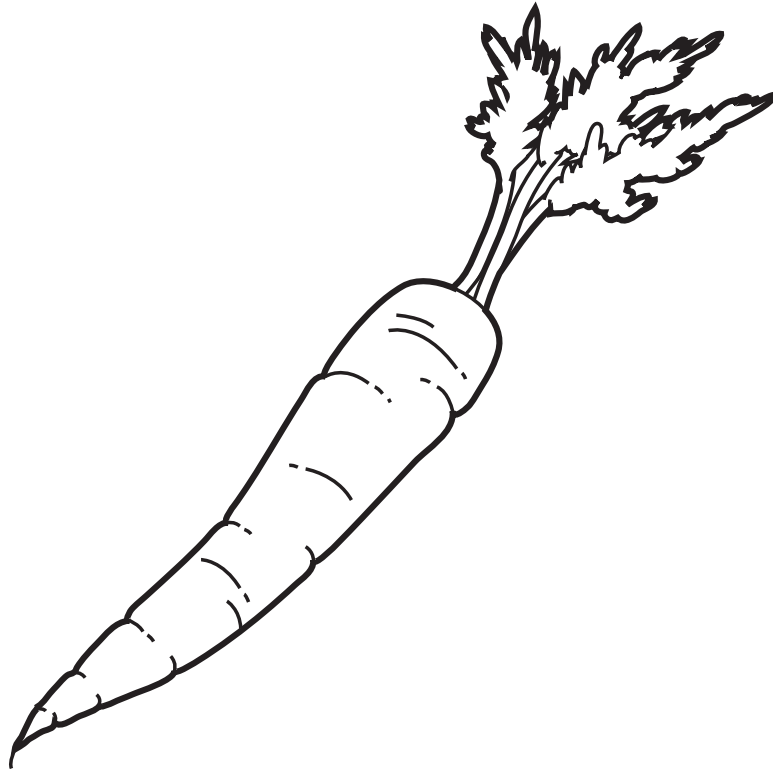
B arm

C ate



R3 This is a _____.

- A** wall
- B** woman
- C** watch



R4 This is a _____.

- A** carrot
- B** candle
- C** carton



Do Not Continue.



Do not continue until instructed to do so.

PART 2

ACCESSING PRINT - TEXT COMPREHENSION

DIRECTIONS: Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

Released Passage

Time for a Bath!

Max has a dog. His name is Samson. Max and Samson are best friends. They do everything together. Samson is a very big dog. In fact, he weighs more than Max.

One day, Max was playing in his yard. As Max was digging in his sandbox, he noticed Samson was having a great time digging, too. Samson was in the flower garden and he was covered in dirt from head to toe.

"Samson! No!" Max yelled.

Max ran to find his big brother, Albert. He knew Albert would help. Albert told Max to fill up his little swimming pool. They could give Samson a bath outside.

Max got the hose and shampoo. The boys washed Samson's fur. They rubbed the dirt away with their hands. Samson was a very good dog. He didn't move until Max and Albert were done scrubbing him.

"That was easy!" Max said.

Samson jumped out of the pool and shook the water from his fur. Then, Samson saw a squirrel. Samson chased the squirrel right through the same flower garden! Max thought, "Here we go again."

R5 What is this story **mostly** about?

- A** a boy who plays in his sandbox
- B** a boy who gives a dirty dog a bath
- C** a boy who swims in a pool with his brother

R6 What is Samson like?

- A** Samson is a playful dog.
- B** Samson is a mean dog.
- C** Samson is a small dog.

R7 How did Samson get dirty?

- A** He dug in the flower garden.
- B** He jumped into a swimming pool.
- C** He played in the sandbox.

R8 How do Albert and Max solve their problem?

- A** They take him to a special store that washes dogs.
- B** They give Samson a bath in a small swimming pool.
- C** They take Samson inside the house to clean him.

R9 What does scrubbing mean in this story?

- A** chasing
- B** licking
- C** cleaning

R10 Where does this story **mostly** take place?

- A** inside Max's house
- B** at Max's school
- C** in Max's yard

R11 Why did Max say, “Here we go again,” at the **end** of the story?

- A** He knows that his brother will have to work in the garden.
- B** He knows that Samson will dig in the sandbox again.
- C** He knows that he will have to give Samson another bath.



Do Not Continue.



Do not continue until instructed to do so.

PART 3

EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

R12 Released Prompt: Tell about what you like to do on a snowy day. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?



Do Not Continue.

Scoring Rubric – Grades 3-8 and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

Because the assessment was administered during the **fall** of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 3 assessment will measure Grade 2 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor	Answer Key
		ACCESSING PRINT	
		Part 1 - WORD RECOGNITION	
R1	R.WS.02.FI.EG05	Recognize frequently encountered words	A
R2	R.WS.02.FI.EG05	Recognize frequently encountered words	B
R3	R.WS.02.FI.EG05	Recognize frequently encountered words	B
R4	R.WS.02.FI.EG05	Recognize frequently encountered words	A
		Part 2 - TEXT COMPREHENSION	
		Narrative Passage	
R5	R.CM.02.FI.EG03	Identify main ideas and details	B
R6	R.NT.02.FI.EG03	Identify story elements	A
R7	R.CM.02.FI.EG03	Identify main ideas and details	A
R8	R.NT.02.FI.EG03	Identify story elements	B
R9	R.WS.02.FI.EG08	Use context clues	C
R10	R.NT.02.FI.EG03	Identify story elements	C
R11	R.CM.02.FI.EG02	Make inferences, predictions, and conclusions	C
		EXPRESSING IDEAS	Score Points Possible
R12	W.GN.02.FI.EG01	Write/draw personal narrative	4



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